

**Descriptive Quality Indicators Rating Scale for Single-case Design**

Participant Description	Setting Description	Interventionist Description	Baseline and Intervention Procedure Description	Dependent Variable Description	Overall Score
<b>Score</b>					
<b>0=</b> Does NOT include all 3 of the main participant characteristics: 1. Age 2. Gender 3. Diagnosis	<b>0=</b> Includes NO description or only 1 detail of the setting (i.e. only materials involved, only location, or only presence of other individuals in the setting)	<b>0</b> = No description of the interventionist is provided	<b>0</b> = Both baseline and intervention procedures are described in too little detail to create any accurate replication; <b>OR</b> description is not included for either baseline or intervention phase	<b>0</b> = The target behaviors are not operationally defined and the procedures for data collection are not described thoroughly enough for replication	<b>0 = Insufficient Description</b> (scores a 0 on one or more of the indicators)
<b>1=</b> Includes the age (may include an age range), gender, and the primary diagnosis (i.e. ASD, Down's syndrome, ID) of each participant	<b>1=</b> Includes the location of the setting (i.e. classroom, home, work) as well as other individuals present (i.e. teachers, students, family members) <b>OR</b> the materials involved. <b>(A total of 2 setting details)</b>	<b>1</b> = Includes either the interventionist's occupation/relationship to the participant (i.e. teacher, sibling, peer, parent, researcher); <b>OR</b> the interventionist's expertise (i.e. training, previous experience)	<b>1</b> = Describes most of the elements of the procedures in sufficient detail (e.g. replicable detail for materials used and assessed behaviors, but the session time limit is not given) <b>OR</b> only one phase (either baseline or intervention) is described with sufficient detail but the other phase does not allow for accurate replication	<b>1</b> = Either the target behaviors are not operationally defined, the data collection procedures are not described thoroughly enough for replication, <b>OR</b> the reason for targeting certain behaviors/skills is not given	<b>1 = Minimal Description</b> (scores a 1 on one or more of the indicators)
<b>2=</b> Includes the age (specific age per participant), gender, primary and other diagnoses if applicable, inclusion criteria for participants, and other relevant characteristics (i.e. IQ, skill deficits, previous training/therapy)	<b>2=</b> Includes the materials involved in the setting, presence of other individuals, and location (i.e. classroom, home, work)	<b>2</b> = Includes both the interventionist's occupation/relationship to participant and the interventionist's expertise	<b>2</b> = Includes thorough descriptions of both the baseline and intervention procedures (i.e. materials used, session time limit, steps for implementation, behaviors of the interventionist, and data collection) to allow for accurate replication.	<b>2</b> = Each target behavior is operationally defined, the procedures for taking data on these target behaviors are described thoroughly, and there is a reason given for targeting these behaviors/skills,	<b>2 = Sufficient Description</b> (scores a 2 on all indicators)

Adapted from Council for Exceptional Children standards for evidence-based practices in special education", by Council for Exceptional Children, (2014), Retrieved from <http://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original>; "The use of single-subject research to identify evidence-based practice in special education", by R.H. Horner, E.G. Carr, J. Halle, G. McGee, S. Odom, & M. Wolery, 2005, *Exceptional Children*, 71, pp. 165-179.; and "Development of the evaluative method for evaluating evidence-based practices in autism", by B. Reichow, F.R. Volkmar, & D.V. Cicchetti, 2008, *Journal of Autism and Developmental Disorders*, 38, pp. 1311-1319.